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THE CHARACTERISTICS OF STUDENTS IN ALBERTA AGRICULTURAL AND VOCATIONAL COLLEGES

by

ALEX LETTS

Provincial Board of Post Secondary Education
Department of Education
Edmonton, Alberta

December, 1968

Colleges Commission

THE CHARACTERISTICS OF STUDENTS IN ALBERTA AGRICULTURAL AND VOCATIONAL COLLEGES

A Report
Prepared for the Provincial Board of Post-Secondary Education
Edmonton, Alberta
by
ALEX LETTS, M.Ed.

January, 1969

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FOREWORD

This is the third in a series of three studies on the characteristics of students in non-university post-secondary institutions. This study, as well as the previous two, was prepared in conjunction with the Provincial Board of Post-Secondary Education. The first study by Mr. D.J. Schindelka examined the characteristics of students in the Alberta Institutes of Technology. The second study by Mr. A. Letts looked at the characteristics of students in Alberta Public Junior Colleges. In this monogram, Mr. Letts examines the characteristics of students in the Alberta Agricultural and Vocational Colleges.

Mr. Letts suggests that:

> The examination of the data concerning the educational backgrounds, ages, and types of programs taken by the students who were attending the colleges could be of value in helping to determine the need for new and diversified courses and more flexible entrance requirements in the colleges. Also, the information collected may be useful in determining if facilities and course offerings at the colleges were being provided equitably for male and female students.

The data gathered for this study and the analysis of the data should prove of value to those involved in post-secondary education.

M. R. Fenske,
Executive Assistant,
Board of Post-Secondary Education.

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CHAPTER I

INTRODUCTION AND PROCEDURE

I. INTRODUCTORY STATEMENT

There is in Alberta at the present time a definite trend to increased numbers of students completing grade twelve either as matriculants or diplomates. The 1967 Annual Report of the Alberta Department of Education shows that in the years 1965, 1966 and 1967, the number of diplomates was 11,310, 14,535 and 15,221 respectively. During the corresponding period the number of matriculants was 4,588 in 1965, 5,392 in 1966 and 6,886 in 1967.[1] It is doubtful if the increase in the number of graduates from Alberta high schools is due to any one factor, but this increase is very possibly accounted for by such factors as increased population, higher retention rates in schools, recognition of the value of further education, changes in requirements for diplomas and matriculation, and pressure of the business community. As a result, there is a need for different types of facilities so that these graduates can further equip themselves to become knowledgeable and productive members of our society. This concept is suggested by Medsker when he states that, "without doubt one of the forces is the growing belief that educational opportunities beyond high school must be equalized."[2]

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[1] Province of Alberta, Annual Report of the Department of Education (Edmonton: Queen's Printer, 1968), p. 73.

[2] L. L. Medsker, The Junior College: Progress and Prospect (Toronto: McGraw-Hill Book Company, Inc., 1960), p. 17.

At the present time there are several types of educational institutions which are trying to cope with the increased numbers of high school graduates who wish to further their educational preparation. According to a study conducted by Stewart in 1965:

> The primary purpose of post-secondary institutions must be to extend post-school educational opportunities to young people who, having completed the programs of the schools, do not, either by choice or by failure to meet the required conditions, go on to university. The purpose is to provide a valid alternative to university education for these young people. The institutions may provide a 'second chance' for students not initially qualified to enter university studies. The new institutions may also provide programs which will advance the education of students who will proceed to university.[3]

Among the post-secondary institutions in Alberta are found the Universities (three), Public Junior Colleges (five), Private Junior Colleges (one), Institutes of Technology (two) and Agricultural and Vocational Colleges (three). However, it is difficult to determine the extent to which these various institutions are providing the necessary educational opportunities for high school graduates. Also it is difficult to determine accurately just which students are taking advantage of these opportunities.

A recent study by Farquhar[4] of Junior Colleges in Alberta has shown that approximately 63 per cent of the 1965-66 grade twelve enrollment did not continue full-time formal education during the

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[3] Andrew Stewart, Special Study on Junior Colleges (Edmonton: Queen's Printer, 1966), p. 15.

[4] Hugh E. Farquhar, "The Role of the College in the System of Higher Education in Alberta" (Unpublished Doctoral thesis, University of Alberta, Edmonton, 1967), p. 141.

following year. However, there are no readily available statistics to show what happened to these students. This study included only students registered in grade twelve in Alberta high schools, and did not account for those who left school in grade eleven, ten or earlier. Some of the educational institutions mentioned previously do accept students without a high school diploma, but it is not accurately known what happens to a very large proportion of students in the high school age bracket of approximately fifteen to twenty years.

II. STATEMENT OF THE PROBLEM

This study sought to examine selected characteristics of students attending the three Agricultural and Vocational Colleges in Alberta in terms of the college they were attending, the type of program in which they were enrolled, their sex and age.

The characteristics which were examined in terms of the program in which the students were enrolled included the following:

(1) Distance of permanent residence from the city in which the college was located.

(2) Sex.

(3) Age.

(4) Last school grade completed.

(5) Size of last high school attended.

(6) Type of high school program taken by diplomates

(7) High school academic qualifications.

The characteristics which were examined in terms of the sex of the students included the following:

(1) Place of present residence.

(2) Age.

(3) Marital status.

(4) Estimated cost of attendance.

(5) High school credits possessed by non-diplomates.

(6) Length of college program.

(7) Year of the program in which the student was registered.

The characteristics which were examined in terms of the age of the students included the following:

(1) Employment status.

(2) Last school grade completed.

The 1959 Report of the Royal Commission on Education in Alberta[5] recommended a decentralization of vocational and trade programs and their re-establishment in community colleges. It also recommended that a committee be established to create a master plan of regions in which these colleges could be established.

Recently a Board of Post-Secondary Education has been established in Alberta to try to coordinate the activities of the various post-secondary educational institutions in the province. If this Board is to fulfill its purpose, various types of information will be needed in order for it to make decisions compatible with the post-secondary educational needs of Alberta youth.

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[5] Report of the Royal Commission on Education in Alberta (Edmonton: Queen's Printer, 1959), pp. 154, 159.

The specific purpose of this study was to attempt to gain some necessary information about the characteristics of students who were attending the three Agricultural and Vocational Colleges in Alberta. There is at present some statistical information about students in these colleges. However, as stated earlier, it is necessary to have a detailed picture of the students in the Agricultural and Vocational Colleges in order to determine if the present facilities and programs are serving post-secondary educational needs.

III. IMPORTANCE OF THE STUDY

Fields claims that "all those who have the desire and who have the ability to profit by attending, and for whom the community college can provide appropriate programs of study" should attend.[6] This principle could possibly be applied in Alberta so that post-secondary educational services could be available to anyone who had the ability to profit by attendance.

It has been suggested by Medsker[7] that there is need for democratization of educational opportunity which would make it possible for students to enter some type of institution when their high school academic backgrounds might not permit their entrance into university because they are unable to meet admission standards. Furthermore,

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[6] Ralph R. Fields, The Community College Movement (New York: McGraw-Hill Book Company, Inc., 1962), p. 277.

[7] Medsker, op. cit., p. 21.

according to Stewart[8] the general problem is to make the necessary modifications or additions to the total educational system in order to provide for the varied needs of post-secondary students.

It is possible that, by pointing out the characteristics of students who were in attendance at the Agricultural and Vocational Colleges, one could uncover segments of the population whose post-secondary educational needs were not being met by the existing colleges. Furthermore, information obtained on the distance students have come to the colleges could be of value in determining if new colleges were needed, where they should be located if they were needed and methods which could be used to finance present and future colleges.

The examination of the data concerning the educational backgrounds, ages, and types of programs taken by the students who were attending the colleges could be of value in helping to determine the need for new and diversified courses and more flexible entrance requirements in the colleges. Also the information collected may be useful in determining if facilities and course offerings at the colleges were being provided equitably for male and female students.

IV. DEFINITIONS OF TERMS USED

Agricultural and Vocational College

In this study, the Agricultural and Vocational Colleges referred to were the colleges located at Olds, Fairview and Vermilion.

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[8] Stewart, op. cit., p. 11.

Board of Post-Secondary Education

A board, composed of members appointed by the Minister of Education to advise him on all matters related to the work of the Agricultural and Vocational Colleges and to make recommendations on provincial needs in the post-secondary field.

Diplomate

A student who obtains full grade twelve graduation standing with certain credit requirements in the Alberta school system.

Full-Time Day Student

For the purpose of this study a full-time day student was regarded as a student who attended one of the five Public Junior Colleges taking classes on a full-time basis as defined by the college he attended.

Matriculant

A student in the Alberta school system who successfully completes the grade twelve program and satisfies the additional requirements for entry into the provincial universities.

V. DELIMITATIONS OF THE STUDY

This study was limited to a survey of full-time day students who were attending the three Agricultural and Vocational Colleges in Alberta. A further delimitation was that not all of the possible student characteristics were examined.

VI. THE INVENTORY

The inventory, which appears in the Appendix, was the

instrument used in the collection of the data. Since no suitable instrument was found for the purpose of this study it was required that an instrument be constructed.

Format

Factors considered in planning the format were that the inventory should be simple to complete and that data should be easily transferable to IBM data cards for computer processing. Hence the question format involved multiple choice items.

The inventory was divided into three sections. The first section dealt with the personal characteristics of the students. The second section was concerned with gathering information about the post-secondary educational characteristics of the students, and the third section of the inventory dealt with the future plans of the students.

Sources of Inventory Items

Items used in the inventory were formulated on the basis of information deemed as important to the field of post-secondary education and included questions or modifications of questions found in similar studies.

In addition, items were included in the inventory as requested by officials from the institutions in which the inventory was to be administered in order to provide them with specific information to meet their own needs.

Revision of the Inventory

When the inventory approached what appeared to be a final form it was submitted to officials from the office of the Board of Post-Secondary Education, and the three Agricultural and Vocational

Colleges in Alberta for suggestions and revisions. Since the inventory was also administered to the full-time day students at the five Public Junior Colleges and the two Institutes of Technology in Alberta, officials from these institutions were also asked to make suggestions, additions and revisions. After these officials had examined the inventory and had made suggestions for its improvement, revisions were made in order to give clarity and validity to the questions in the inventory.

Method of Administering the Inventory

Contacts were made with the Agricultural and Vocational Colleges through the office of the Board of Post-Secondary Education, seeking permission to conduct the study within their institutions. A request was also made for the total number of full-time students enrolled in day classes so that these totals could be compared with the number of inventories that were returned.

The confidential nature of the study was emphasized as no personal identification of any kind was called for on the inventories.

During March and the early part of April, the inventories were sent to the institutions. In addition, each institution received a separate envelope containing a sample of the documents that were sent to the institution. A set of directions for the administration of the inventory was sent to each official administering the inventory. A copy of this sheet is included with the inventory in the Appendix of this study. Answer sheets were also included with the inventories and a sample answer sheet is included in the Appendix as well.

Returns

A final count showed that 442 students in attendance at the three Agricultural and Vocational Colleges returned completed answer sheets. According to the information received from the officials at the Colleges, the total number of full-time day students was 512. This gave an 86.3 per cent return.

VII. TREATMENT OF THE DATA

The data collected on the answer sheets were transferred to IBM data cards for computer processing.

Computer Program

A cross-tabulation computer program was used to tabulate selected characteristics in terms of college, college program, sex and age. The answers given by the respondents for each inventory item were compiled in terms of the number of respondents making each choice. The total number of choices in each category of each item was then transformed into a percentage of the total number of respondents.

The total number of responses differs for each inventory item because not all respondents completed every item, and because the computer program rejected all invalid or spoiled answers.

CHAPTER II

RELATED STUDIES

In Canada, there appears to be a need for studies of this kind. Most of the studies that have been conducted in the field of post-secondary education deal with junior colleges. Quite a number of studies on junior college students have been carried out in the United States. The Center for the Study of Higher Education in Berkeley, California has carried out several investigations of junior college students as reported by Medsker.[1] In his book, The Junior College: Progress and Prospect, Medsker reported various types of descriptive data about the junior college student.[2] Included in the data were such characteristics as academic aptitude, socio-economic background, age range, educational background, marital status and sex. As a result of these studies, he suggested several possible implications. Some of these are:

> The diversity of programs in the junior college must provide opportunity for the widely varying levels of ability.
>
> Counselling services are of special importance.
>
> Each college should accumulate a body of facts about its own student body which will serve as a guideline for educational policies and procedures.
>
> New types of data are needed, particularly on the motivation of students of varying abilities from lower social groups.[3]

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[1] Medsker, *op. cit.*, Chapter 2.

[2] *Ibid.*

[3] *Ibid.*, p. 50.

Another study has been reported by Metcalf[4] on Community College Student Characteristics in the State of Washington. This report was part of a two-year study on student attrition in the colleges and focused on full-time students. It gave a description of these students in terms of sex, age, type of program, residence, distance from college, high school attendance and future plans.

Two other United States studies of student characteristics in junior colleges examined similar characteristics to those described by Metcalf. These studies were conducted by Astin[5] and a somewhat similar study by Panos and Astin[6] about a year later.

There have been some studies conducted in Alberta recently dealing with various aspects of the junior college, but these were not limited to information about students. A study by Loken[7] in 1965 and another by Farquhar[8] in 1967 gave some information about students attending Alberta

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[4] Alan W. Metcalf, Community College Student Characteristics, (Prepared under supervision of the State Office of Public Instruction, Olympia, Wash., Research Report 01-05, April, 1965).

[5] Alexander W. Astin, "Trends in the Characteristics of Entering College Students, 1961-65," in Research on Academic Input (Association for Institutional Research, 1966), p. 99.

[6] Robert J. Panos and Alexander W. Astin, "They Went to College: A Descriptive Summary of the Class of 1965," in The Instructional Process and Institutional Research, (Association for Institutional Research, 1967), p. 85.

[7] Gulbrand Loken, "An Analysis of the Junior College in Alberta: Progress, Program amd Prospect," (Unpublished Master's thesis, University of Alberta, Edmonton, 1965).

[8] Farquhar, op. cit.

Junior Colleges. There was some information on enrolments, geographical distribution, programs and academic background, but no attempt was made to give a comprehensive description of the students.

A recent monograph prepared in 1967 by Fisher[9] included a section which gave a comprehensive review of the literature about students in the United States. Fisher described such characteristics as student age, ability, sex, marital status and socio-economic status. There are several conclusions which he feels are justified and these include the following:

> There is an increase in the number of full-time students over twenty years of age attending junior college.
>
> Considering total full-time enrolments at the junior colleges, the ratio of male to female is about three to one.
>
> About 70 per cent of the full-time junior college students hold full or part-time jobs while attending college.[10]

Two studies conducted in 1968 in Alberta examined exactly the same characteristics of students as were examined in this study. One was a study conducted by Schindelka[11] on the Characteristics of Students in the Alberta Institutes of Technology, and the other was conducted by

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[9] Grant L. Fisher, The Community College, (The Department of Educational Administration, University of Calgary, June, 1967), Chapter 4.

[10] Ibid., p. 40.

[11] Donald J. Schindelka, "The Characteristics of Students in the Alberta Institutes of Technology," (Unpublished Master's Thesis, University of Alberta, Edmonton, 1968).

Letts[12] on The Characteristics of Students in Alberta Public Junior Colleges.

As a result of the examination of related studies of student characteristics, it appeared that the characteristics selected for this study were very similar to those which had been examined elsewhere. Furthermore, a description of the students in the colleges seemed to be a necessary preliminary step to making further decisions about programs and facilities in the area of post-secondary education in Alberta.

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[12] Alex Letts, "The Characteristics of Students in Alberta Public Junior Colleges," (Unpublished Master's Thesis, University of Alberta, Edmonton, 1968).

CHAPTER III

ANALYSIS OF DATA IN TERMS OF COLLEGE AND COLLEGE PROGRAM

Introduction

The data obtained on the distribution of students in the three Agricultural and Vocational Colleges in terms of the college programs and selected characteristics of the students are shown in Tables I - XXI. These tables are arranged in groups of three so that each group of three shows the distribution for the three colleges according to program and one of the selected characteristics which was examined. This Chapter includes a general examination of the distribution of students according to program and then describes the distribution according to each of the selected characteristics. The seven student characteristics being examined in terms of college program are:

1. Distance of permanent residence from the town in which the college is located (Tables I - III).
2. Sex (Tables IV - VI).
3. Age (Tables VII - IX).
4. Last school grade completed (Tables X - XII).
5. Size of last high school attended (Tables XIII - XV).
6. Type of high school program taken by diplomates (Tables XVI - XVIII).
7. High school academic qualifications (Tables XIX - XXI).

Distribution by Program

Upon the examination of the data in Tables I - III, it was noted that the greatest number of students in each college were enrolled in the Diploma Course program whereas very few in any of the colleges were enrolled in an Apprenticeship Training Program.

Table I, showing the distribution for the Olds College, indicates that 72.6 per cent of the respondents were registered in the Diploma Course and only 8.7 per cent in the Certificate Course. Furthermore, there were no students in a High School program and 16.3 per cent indicated that they were taking some courses which could be classified as special or other.

The distribution for Fairview, as shown in Table II, was considerably different with slightly less than one-half (44.8 per cent) of the students responding indicating that they were enrolled in the Diploma Course and 13.3 per cent in the Certificate Course. Also, the table shows that there were 18.1 per cent of the respondents who indicated they were taking a High School program and 15.2 per cent were in some special type of course.

Two-thirds (66.7 per cent) of the respondents at Vermilion were registered in a Diploma Course and 16.7 per cent in the Certificate Course as shown in Table III. There were no students who indicated that they were in a High School program and 11.8 per cent were in some special type of course.

It thus appears that the Olds and Vermilion colleges were somewhat similar with reference to student program registrations in that two-thirds or more of their students were in a Diploma Course and none were

TABLE I

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO DISTANCE FROM PERMANENT RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence From Town in Which College is Located						
	Within This Town	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta	Total	Percentage
Diploma Course	3	8	41	82	17	151	72.6
Certificate Course	0	1	8	8	1	18	8.7
Apprenticeship Training	1	0	2	2	0	5	2.4
High School	0	0	0	0	0	0	0
Special and Other	6	4	6	14	4	34	16.3
Total	10	13	57	106	22	208	
Percentage	4.8	6.2	27.4	51.0	10.6		100.0

TABLE II

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO DISTANCE FROM PERMANENT RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence From Town in Which College is Located						
	Within This Town	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta	Total	Percentage
Diploma Course	2	4	18	18	5	47	44.8
Certificate Course	0	3	6	4	1	14	13.3
Apprenticeship Training	1	0	4	4	0	9	8.6
High School	0	0	8	10	1	19	18.1
Special and Other	2	3	9	2	0	16	15.2
Total	5	10	45	38	7	105	
Percentage	4.8	9.5	42.9	36.2	6.7		100.0

TABLE III

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO DISTANCE FROM PERMANENT RESIDENCE, AND COLLEGE PROGRAM

College Program	Distance of Permanent Residence From Town in Which College is Located						
	Within This Town	1 to 25 miles	26 to 100 miles but in Alberta	Over 100 miles but in Alberta	Outside Alberta	Total	Percentage
Diploma Course	2	8	21	26	11	68	66.7
Certificate Course	2	2	6	7	0	17	16.7
Apprenticeship Training	0	2	2	1	0	5	4.9
High School	0	0	0	0	0	0	0
Special and Other	0	1	6	4	1	12	11.8
Total	4	13	35	38	12	102	
Percentage	3.9	12.7	34.3	37.3	11.8		100.0

taking a High School program. Fairview tended to be somewhat different in that less than one-half of the students were taking a Diploma course, but almost one-fifth were enrolled in a High School program.

Distance of Permanent Residence

The data presented in Table I indicates that just over one-half (51.0 per cent) of the respondents lived more than 100 miles from Olds, but still in Alberta, and another twenty-two (10.6 per cent) students were from outside Alberta. Also, 27.4 per cent of the students lived between twenty-six and 100 miles from Olds.

Table II shows that just under one-half (42.9 per cent) lived between twenty-six and 100 miles from the Fairview College and just over one-third (36.2 per cent) came from over 100 miles away. Only 6.7 per cent of the respondents indicated that they came from outside Alberta. Furthermore, only fifteen of the 105 students who responded to this item lived within twenty-five miles of Fairview.

Approximately one-third (34.3 per cent) of the students at the Vermilion College lived between twenty-six and 100 miles from the college and another thirty-eight students (37.3 per cent) lived more than 100 miles from the college but were Alberta residents. Twelve students (11.8 per cent) indicated that they came from outside Alberta.

There were very few students in attendance whose homes were located in the same towns as the colleges were located and less than one-fifth of the students at any of the colleges lived within twenty-five miles of the college that they attended.

It would appear that the three Agricultural and Vocational Colleges are drawing their students from many areas of Alberta and that few of

the students at any of the colleges are from the immediate areas surrounding the colleges, thus location of these colleges does not appear to be a deterrent to students who wish to attend. There are, however, about 10 per cent of the students who came from outside Alberta. This fact could have a bearing on methods of financing the colleges. Should the people of Alberta be expected to pay for these non-residents or should the Federal Government contribute partially or completely toward the cost of educating these students? It is also possible that some potential students are unable to attend these colleges because of the distances involved in getting to them from their homes but would take similar types of courses if they were offered in other types of institutions nearer to their homes.

Sex of the Students

The distribution of the students according to sex and program is found in Tables IV to VI. Table IV showing the Olds distribution indicates that about three-quarters (74.8 per cent) of the respondents were male and one-quarter (25.2 per cent) were female. It was also noted that twenty-one of the fifty-two females in attendance were in one of the special courses compared to only twelve males in these courses whereas the Certificate Course tended to attract the most males in attendance.

Table V indicates that the ratio of males to females at Fairview was quite similar to Olds in that 73.1 per cent were males and 26.9 per cent females.

There were seventy-four out of the 102 students at Vermilion who indicated they were male according to Table VI. This figure represented

TABLE IV

OLDS AGRICULTURE COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
Diploma Course	122	28	150	72.8
Certificate Course	16	2	18	8.7
Apprenticeship Training	4	1	5	2.4
High School	0	0	0	0
Special and Other	12	21	33	16.0
Total	154	52	206	
Percentage	74.8	25.2		100.0

TABLE V

FAIRVIEW AGRICULTURE COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
Diploma Course	40	8	48	44.4
Certificate Course	13	1	14	13.0
Apprenticeship Training	8	1	9	8.3
High School	13	8	21	19.4
Special and Other	5	11	16	14.8
Total	79	29	108	
Percentage	73.1	26.9		100.0

TABLE VI

VERMILION AGRICULTURE COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO SEX AND COLLEGE PROGRAM

College Program	Sex			
	Male	Female	Total	Percentage
Diploma Course	56	12	68	66.7
Certificate Course	6	11	17	16.7
Apprenticeship Training	5	0	5	4.9
High School	0	0	0	0
Special and Other	7	5	12	11.8
Total	74	28	102	
Percentage	72.5	27.5		100.0

72.5 per cent of the students who responded to the question. One other difference which was noted was that there were only five out of twenty-eight females in the special courses and there were more females than males in the Certificate Course.

The data examined indicated that, in all three colleges, about three-quarters of the students were male and one-quarter female. This indicates that the types of program offered are more attractive to males than females. It may be possible, however, to attract more females if new types of courses are devised for them. It is also possible that other types of educational institutions are tending to attract more female students and thus there may be little value in trying to attract more females to the Agricultural and Vocational Colleges in Alberta.

Age of the Students

When the data in Tables VII - IX are examined, it appears that the majority of students in all the colleges were between eighteen and twenty years of age. Table VII indicates that about two-thirds of the students were between eighteen and twenty years of age and about one-fifth were twenty-one to twenty-five years old. Another eighteen students (8.7 per cent) were over thirty years of age with only one per cent seventeen years of age or under. Table VIII shows that just over one-half (50.9 per cent) of the students at Fairview were between eighteen and twenty years old, 16.7 per cent were between twenty-one and twenty-five years of age, 12.0 per cent over thirty years old and almost one-fifth (19.4 per cent) were seventeen years old or under. The Vermilion distribution shown in Table IX indicates that 61.8 per cent of the respondents were between eighteen and twenty years old,

TABLE VII

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30	Total	Percentage
Diploma Course	2	97	28	8	16	151	72.9
Certificate Course	0	15	3	0	0	18	8.7
Apprenticeship Training	0	4	1	0	0	5	2.4
High School	0	0	0	0	0	0	0
Special and Other	0	22	8	1	2	33	15.9
Total	2	138	40	9	18	207	
Percentage	1.0	66.7	19.3	4.3	8.7		100.0

TABLE VIII

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30	Total	Percentage
Diploma Course	1	36	10	1	0	48	44.4
Certificate Course	9	2	0	0	3	14	13.0
Apprenticeship Training	0	2	3	0	4	9	8.3
High School	9	11	0	0	1	21	19.4
Special and Other	2	4	5	0	5	16	14.8
Total	21	55	18	1	13	108	
Percentage	19.4	50.9	16.7	0.9	12.0		100.0

TABLE IX

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO AGE AND COLLEGE PROGRAM

College Program	Age						
	17 or Under	18 to 20	21 to 25	26 to 30	Over 30	Total	Percentage
Diploma Course	6	44	16	2	0	68	66.7
Certificate Course	5	8	3	0	1	17	16.7
Apprenticeship Training	0	4	0	1	0	5	4.9
High School	0	0	0	0	0	0	0
Special and Other	0	7	3	1	1	12	11.8
Total	11	63	22	4	2	102	
Percentage	10.8	61.8	21.6	3.9	2.0		100.0

21.6 per cent were between twenty-one and twenty-five, 10.8 per cent were seventeen or under and only 2.0 per cent were over thirty years old. Very few students at any of the colleges were twenty-six to thirty years of age.

It thus appears that the colleges are tending to serve mainly students who are less that twenty-one years of age. There may be several reasons for this which could include the nature of the courses offered being more attractive to younger students or that many of the older students are married and finances or accommodation could cause some difficulties for them.

Last School Grade Completed

About three-quarters (75.6 per cent) of the Olds students had completed grade eleven according to the data found in Table X. Less than 5.0 per cent of the students had a standing of grade nine or under. At the Fairview College, about one-third (35.2 per cent) of the students had completed grade twelve and another 30.6 per cent had completed grade eleven. There were, however, about one-fifth of the students who had only grade nine or less according to Table XI. It is also interesting to note that about one-fifth of the students were taking a High School program at the Fairview College. Table XII indicates that just over one-half (56.4 per cent) of the respondents at Vermilion had completed grade twelve and another 16.8 per cent had completed grade eleven. There were, however, almost 12 per cent of the students who had a standing of grade nine or less.

The data indicates that over two-thirds of the students attending the Agricultural and Vocational Colleges had a standing of grade eleven

TABLE X

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						
	12	11	10	9	8 or Under	Total	Percentage
Diploma Course	113	30	4	4	1	152	72.7
Certificate Course	14	2	1	0	1	18	8.6
Apprenticeship Training	4	0	0	0	1	5	2.4
High School	0	0	0	0	0	0	0
Special and Other	27	4	0	2	1	34	16.3
Total	158	36	5	6	4	209	
Percentage	75.6	17.2	2.4	2.9	1.9		100.0

TABLE XI

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						
	12	11	10	9	8 or Under	Total	Percentage
Diploma Course	25	15	7	1	0	48	44.4
Certificate Course	0	1	4	5	4	14	13.0
Apprenticeship Training	1	2	1	1	4	9	8.3
High School	4	11	3	3	0	21	19.4
Special and Other	8	4	1	0	3	16	14.8
Total	38	33	16	10	11	108	
Percentage	35.2	30.6	14.8	9.3	10.2		100.0

TABLE XII

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO LAST SCHOOL GRADE COMPLETED AND COLLEGE PROGRAM

College Program	Last School Grade Completed						
	12	11	10	9	8 or Under	Total	Percentage
Diploma Course	45	10	8	3	1	67	66.3
Certificate Course	4	3	3	1	6	17	16.8
Apprenticeship Training	4	0	1	0	0	5	5.0
High School	0	0	0	0	0	0	0
Special and Other	4	4	3	1	0	12	11.9
Total	57	17	15	5	7	101	
Percentage	56.4	16.8	14.9	5.0	6.9		100.0

or higher, but the colleges were also providing opportunities for students who did not possess any high school standing. They were, therefore, preparing many students with needed skills for the ever-expanding labor force and these students might not otherwise be able to contribute successfully to society.

Size of Last High School Attended

Upon the examination of the data in Tables XIII - XV, it appears that more of the students came from high schools having from one to ninety-nine students than from any other type of high school. At Olds, 28.5 per cent came from this size of school (Table XIII), 36.8 per cent at Fairview (Table XIV) and 42.6 per cent at Vermilion (Table XV). The next highest group came from schools of 100 to 199 students at Fairview and Vermilion whereas at Olds large schools of 400 or more students had the second highest frequency. Thus, it appears that the Olds College was attracting a considerable number of students from all sizes of high schools whereas Fairview and Vermilion Colleges were attracting students mainly from the smaller high schools. This fact raises questions as to the reasons for Olds attracting more students from larger schools than the other two. For example, are the programs offered at Olds more suited to students from larger schools or are the locations of the various colleges a determining factor as to the size of high schools which the students have attended? It is possible that there are more larger high schools within 100 miles of Olds than within 100 miles of any of the other colleges and this factor could have a definite effect.

TABLE XIII

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended						
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students	Total	Percentage
Diploma Course	38	28	24	14	41	145	72.5
Certificate Course	7	6	1	2	2	18	9.0
Apprenticeship Training	1	0	1	0	2	4	2.0
High School	0	0	0	0	0	0	0
Special and Other	11	8	4	4	6	33	16.5
Total	57	42	30	20	51	200	
Percentage	28.5	21.0	15.0	10.0	25.5		100.0

TABLE XIV

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended						
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students	Total	Percentage
Diploma Course	17	15	6	5	4	47	49.5
Certificate Course	4	2	3	0	1	10	10.5
Apprenticeship Training	2	2	1	0	0	5	5.3
High School	8	4	3	2	2	19	20.0
Special and Other	4	2	4	2	2	14	14.7
Total	35	25	17	9	9	95	
Percentage	36.8	26.3	17.9	9.5	9.5		100.0

TABLE XV

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO SIZE OF LAST HIGH SCHOOL ATTENDED AND COLLEGE PROGRAM

College Program	Size of Last High School Attended						
	1 to 99 Students	100 to 199 Students	200 to 299 Students	300 to 399 Students	400 or more Students	Total	Percentage
Diploma Course	31	15	7	3	10	66	70.2
Certificate Course	3	6	1	2	0	12	12.8
Apprenticeship Training	3	1	0	0	1	5	5.3
High School	0	0	0	0	0	0	0
Special and Other	3	3	1	3	1	11	11.7
Total	40	25	9	8	12	94	
Percentage	42.6	26.6	9.6	8.5	12.8		100.0

Type of High School Program Taken by Diplomates

When the data in Tables XVI - XVIII were examined, it appeared that the majority of those students who held a high school diploma had taken either a three or four-year matriculation program. There were 151 students at Olds (Table XVI), forty-eight students at Fairview (Table XVIII) and sixty-three students at Vermilion who indicated that they possessed a high school diploma. About two-thirds of the diplomates at Olds indicated they had taken a matriculation program in high school and slightly less than one-half of the diplomates at Fairview and Vermilion had taken a matriculation program in high school. Roughly, one-quarter of the diplomates in all colleges had taken a program which they could not classify except as "other". It appears that about two-thirds of the respondents from the three colleges were in possession of a high school diploma and the majority of these diplomates had followed a matriculation pattern in high school, possibly because there were few alternatives in the high schools which they had attended. However, the programs offered at the colleges appeared to attract students with a broad range of high school background.

High School Academic Qualifications

Just over one-quarter (27.7 per cent) of the respondents at Olds indicated that they did not possess a high school diploma nor university entrance according to Table XIX. At Fairview, Table XX shows that almost one-half (45.2 per cent) were in this category and Table XXI for Vermilion indicates that just over one-third (35.3 per cent) were found in this category. About one-fifth of the students in all the colleges indicated that they had a high school diploma only whereas about another

TABLE XVI

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken By Diplomates						
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other	Total	Percentage
Diploma Course	43	24	7	10	23	107	70.9
Certificate Course	6	2	0	2	5	15	9.9
Apprenticeship Training	1	0	1	0	2	4	2.6
High School	0	0	0	0	0	0	0
Special and Other	8	9	1	2	5	25	16.6
Total	58	35	9	14	35	151	
Percentage	38.4	23.2	6.0	9.3	23.2		100.0

TABLE XVII

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken By Diplomates						
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other	Total	Percentage
Diploma Course	9	3	5	2	8	27	56.3
Certificate Course	1	0	0	1	2	4	8.3
Apprenticeship Training	0	1	0	0	0	1	2.1
High School	3	2	1	2	0	8	16.7
Special and Other	3	0	2	0	3	8	16.7
Total	16	6	8	5	13	48	
Percentage	33.3	12.5	16.7	10.4	27.1		100.0

TABLE XVIII

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO TYPE OF HIGH SCHOOL PROGRAM TAKEN BY DIPLOMATES AND COLLEGE PROGRAM

College Program	Type of High School Program Taken By Diplomates						
	Matric., 3 yrs.	Matric., 4 yrs.	Business Education	Technical	Other	Total	Percentage
Diploma Course	15	8	9	3	12	47	74.6
Certificate Course	1	1	2	1	0	5	7.9
Apprenticeship Training	2	0	0	0	3	5	7.9
High School	0	0	0	0	0	0	0
Special and Other	2	1	1	0	2	6	9.5
Total	20	10	12	4	17	63	
Percentage	31.7	15.9	19.0	6.3	27.0		100.0

TABLE XIX

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications						
	University Entrance, 6 Subjects	University Entrance, 5 Subjects	Almost Matric. Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance	Total	Percentage
Diploma Course	22	14	37	24	42	139	72.8
Certificate Course	2	1	4	7	3	17	8.9
Apprenticeship Training	1	0	1	2	0	4	2.1
High School	0	0	0	0	0	0	0
Special and Other	8	1	5	9	8	31	16.2
Total	33	16	47	42	53	191	
Percentage	17.3	8.4	24.6	22.0	27.7		100.0

TABLE XX

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications						
	University Entrance, 6 Subjects	University Entrance, 5 Subjects	Almost Matric. Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance	Total	Percentage
Diploma Course	4	2	8	11	18	43	51.2
Certificate Course	0	0	1	0	8	9	10.7
Apprenticeship Training	0	1	0	0	5	6	7.1
High School	3	3	3	4	3	16	19.0
Special and Other	0	1	3	2	4	10	11.9
Total	7	7	15	17	38	84	
Percentage	8.3	8.3	17.9	20.2	45.2		100.0

TABLE XXI

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO HIGH SCHOOL ACADEMIC QUALIFICATIONS AND COLLEGE PROGRAM

College Program	High School Academic Qualifications						
	University Entrance, 6 Subjects	University Entrance, 5 Subjects	Almost Matric. Average Below 60%	High School Diploma Only	Neither H. S. Dip. nor Univ. Entrance	Total	Percentage
Diploma Course	10	2	16	16	18	62	72.9
Certificate Course	1	1	1	2	3	8	9.4
Apprenticeship Training	1	0	1	2	1	5	5.9
High School	0	0	0	0	0	0	0
Special and Other	0	0	2	0	8	10	11.8
Total	12	3	20	20	30	85	
Percentage	14.1	3.5	23.5	23.5	35.3		100.0

one-fifth of the students indicated that they had a grade twelve average below 60 per cent. About one-quarter of the respondents at Olds indicated they possessed matriculation standing and around 15 per cent were in this group at the other two colleges. The three colleges appeared to be meeting the educational needs of students with widely varying high school backgrounds.

Summary

The data indicated that the majority of the students were enrolled in the Diploma Course. Most of the students were Alberta residents and there were more students who lived more than 100 miles from the college they attended than were found in any other category. About three-quarters of the students at each college were males between eighteen and twenty years of age. About two-thirds of the respondents had completed grade eleven. The major portion of the students came from smaller high schools (less than 400 students) and the majority of the diplomates had followed a matriculation program in high school. About one-third of the respondents indicated that they did not possess a high school diploma and about one-fifth of the students had matriculation standing.

CHAPTER IV

ANALYSIS OF DATA IN TERMS OF COLLEGE AND SEX OF THE STUDENTS

Introduction

Data obtained on the distribution of students in the three Agricultural and Vocational Colleges in terms of college, sex of the students and selected characteristics is found in Tables XXII - XXVIII. Each table shows the distribution for all three colleges as well as the percentages of students in each category. The seven characteristics which were examined in terms of sex of the students are:

1. Place of present residence (Table XXII).
2. Age (Table XXIII).
3. Marital Status (Table XXIV).
4. Estimated cost of attendance (Table XXV).
5. High school credits possessed by non-diplomates (Table XXVI).
6. Length of college program (Table XXVII).
7. Year of program in which student is now registered (Table XXVIII).

Distribution by Sex

The distribution shown in Table XXII indicates that the ratio of males to females in all three colleges was about three to one. This ratio is very similar to that described for United States Junior Colleges where Fisher[1] found the ratio to be three to one males to females. However, it is somewhat less than Schindelka[2] found for the Alberta Institutes of Technology where there was an even higher ratio of males to

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[1] Fisher, op. cit., p. 40.

[2] Schindelka, op. cit., p. 45.

TABLE XXII

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, PLACE OF PRESENT RESIDENCE, AND SEX

College	Sex	Place of Present Residence						
		Home	With Relatives	School Residence	Boarding	Light Housekeeping	Total	Percentage
OLDS	M	24	0	114	10	11	159	74.6
	F	5	1	43	2	3	54	25.4
	T	29	1	157	12	14	213	
	%	13.6	0.5	73.7	5.6	6.6		100.0
FAIRVIEW	M	17	1	58	3	2	81	72.3
	F	1	0	26	4	0	31	27.7
	T	18	1	84	7	2	112	
	%	16.1	0.9	75.0	6.2	1.8		100.0
VERMILION	M	16	2	56	2	3	79	73.8
	F	3	0	25	0	0	28	26.2
	T	19	2	81	2	3	107	
	%	17.8	1.9	75.7	1.9	2.8		100.0

females, over four to one. The ratio of males to females in the Agricultural and Vocational Colleges was much greater than for Alberta Junior Colleges as described by Letts[3] where he found just a few more males than females in these institutions. Thus, it appears that steps could be taken to offer programs more attractive to female students if the Agricultural and Vocational Colleges are to serve male and female students in an equitable manner.

Place of Present Residence

Approximately three-quarters of the students at all three colleges indicated that they were living at the college residence. Table XXII indicates that 73.7 per cent at Olds, 75.0 per cent at Fairview and 75.7 per cent at Vermilion were in this category. Between 13.8 per cent and 17.8 per cent of the students indicated they were living at home. Very few of the students lived with relatives, boarded, or were engaged in light-housekeeping at any of the colleges. Only one female indicated that she was staying with relatives and a total of nine females were staying at home. Since the major portion of the students were staying at a college residence, this factor might prevent some students from attending due to the costs involved.

Age of the Students

Table XXIII, showing the distribution by sex and age, indicates that there were only two female students over twenty-five years of age in attendance at any of the three colleges and these two were over thirty years old. There were, however, thirty-three males over thirty years of

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[3] Letts, op. cit., p. 81.

TABLE XXIII

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, AGE, AND SEX

College	Sex	Age						
		17 or Under	18 to 20	21 to 25	26 to 30	Over 30	Total	Percentage
OLDS	M	3	100	34	9	14	160	74.8
	F	0	45	7	0	2	54	25.2
	T	3	145	41	9	16	214	
	%	1.4	67.8	19.2	4.2	7.5		100.0
FAIRVIEW	M	12	45	11	1	14	83	72.8
	F	10	14	7	0	0	31	27.2
	T	22	59	18	1	14	114	
	%	19.3	51.8	15.8	0.9	12.3		100.0
VERMILION	M	6	47	19	4	3	79	73.8
	F	6	19	3	0	0	28	26.2
	T	12	66	22	4	3	107	
	%	11.2	61.7	20.6	3.7	2.8		100.0

age in attendance at the three colleges. It also appears that the Vermilion college had the fewest number of students over twenty-five years of age, there being seven in this group, whereas Fairview had fifteen and Olds had twenty-three in the same age range. Over four-fifths of the students at Olds and Vermilion were between eighteen and twenty-five whereas just over two-thirds at the Fairview college were in this age range. However, Fairview did have almost one-fifth (19.3 per cent) in the seventeen or under age group and this could be due to a substantial number of high school students in attendance at the Fairview college. It is also possible that many older students were unable to attend because of the residential nature of the institutes, costs involved or previous family commitments.

Marital Status

Over 90 per cent of the respondents at the Colleges indicated that they were single. Furthermore, Table XXIV indicates that of those students who were married, only four were females as compared to thirty-eight married males. This finding appears to be quite similar to that found in the Alberta Institutes of Technology where, according to Schindelka[4], about 90 per cent of the respondents were single.

Estimated Cost of Attendance

Table XXV indicates that about one-third of the students at the Olds and Fairview colleges estimated their costs as being less than $750 whereas over one-half (52.9 per cent) of the respondents at Vermilion estimated their years' costs as less than $750. About one-third (32.9

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[4] Schindelka, op. cit., p. 49.

TABLE XXIV

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, MARITAL STATUS, AND SEX

College	Sex	Marital Status						
		Single	Married	Widowed	Divorced	Separated	Total	Percentage
OLDS	M	143	17	0	0	1	161	75.2
	F	50	3	0	0	0	53	24.8
	T	193	20	0	0	1	214	
	%	90.2	9.3	0.0	0.0	0.5		100.0
FAIRVIEW	M	68	15	0	0	0	83	72.8
	F	30	1	0	0	0	31	27.2
	T	98	16	0	0	0	114	
	%	86.0	14.0	0.0	0.0	0.0		100.0
VERMILION	M	73	6	0	0	0	79	73.8
	F	28	0	0	0	0	28	26.2
	T	101	6	0	0	0	107	
	%	94.4	5.6	0.0	0.0	0.0		100.0

TABLE XXV

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, ESTIMATED COST OF ATTENDANCE, AND SEX

College	Sex	Estimate of Total Cost of This Year's Attendance at College						
		$ 750 or less	$ 751 to $ 1000	$ 1001 to $ 1250	$ 1251 to $ 1500	Over $ 1500	Total	Percentage
OLDS	M	67	54	21	9	8	159	75.7
	F	7	15	19	10	0	51	24.3
	T	74	69	40	19	8	210	
	%	35.2	32.9	19.0	9.0	3.8		100.0
FAIRVIEW	M	33	32	8	5	4	82	73.9
	F	4	17	5	3	0	29	26.1
	T	37	49	13	8	4	111	
	%	33.3	44.1	11.7	7.2	3.6		100.0
VERMILION	M	43	19	7	5	3	77	74.0
	F	12	7	6	2	0	27	26.0
	T	55	26	13	7	3	104	
	%	52.9	25.0	12.5	6.7	2.9		100.0

per cent) of the Olds students, 44.1 per cent of the Fairview students and one-quarter (25 per cent) of the Vermilion students estimated their costs between $751 and $1000. There were, however, fifteen males who estimated their costs at over $1500 for the year whereas no females were in this high cost category. There are many possible reasons for the variation in estimated costs but in institutions where the majority of the students live in a college residence and pay similar types of fees for their courses, it is difficult to determine why costs should vary from less than $750 to more than $1500 for an academic term. It appears that a more detailed examination of student costs at the Agricultural and Vocational Colleges would be warranted.

High School Credits Possessed By Non-Diplomates

There were eighty-eight respondents at Olds, sixty-three at Fairview and forty-two at Vermilion who indicated that they did not possess a high school diploma according to Table XXVI. The major portion of the students at all three colleges possessed more than sixty-five high school credits. However, there were a substantial number at the colleges who did have fifty or fewer credits. Table XXVI shows that 28.6 per cent at Vermilion, 22.2 per cent at Fairview and 9.1 per cent at Olds were in this group. It appears from the data that the Agricultural and Vocational Colleges are serving a good number of non-diplomates and these colleges are offering valuable alternative educational opportunities to those offered by other post-secondary educational institutions in Alberta.

TABLE XXVI

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, HIGH SCHOOL CREDITS POSSESSED BY NON-DIPLOMATES, AND SEX

College	Sex	High School Credits Possessed by Non-diplomates						
		50 or Fewer	51 to 65	66 to 80	81 to 95	Over 95	Total	Percentage
OLDS	M	7	2	17	19	23	68	77.3
	F	1	1	4	4	10	20	22.7
	T	8	3	21	23	33	88	
	%	9.1	3.4	23.9	26.1	37.5		100.0
FAIRVIEW	M	11	6	9	14	5	45	71.4
	F	3	5	3	3	4	18	28.6
	T	14	11	12	17	9	63	
	%	22.2	17.5	19.0	27.0	14.3		100.0
VERMILION	M	10	1	10	4	10	35	83.3
	F	2	0	1	1	3	7	16.7
	T	12	1	11	5	13	42	
	%	28.6	2.4	26.2	11.9	31.0		100.0

Length of College Program

When the data in Table XXVII are examined, it is noted that the 'less than one year', 'one year' and 'two year' programs account for almost all the students in attendance at the Agricultural and Vocational Colleges. There were 12.4 per cent of the students at Olds, 41.4 per cent at Fairview and 26.0 per cent at Vermilion who indicated their course was of less than one year's duration. Another 28.6 per cent at Olds, 17.2 per cent at Fairview and 26.0 per cent at Vermilion indicated they were in a one-year program whereas 49.0 per cent at Olds. 34.3 per cent at Fairview and 40.4 per cent at Vermilion were in a two-year program. It also appears that there were more females in the courses of shorter duration, especially at Olds and Vermilion. Another difference noted was that there were more students at Olds and Vermilion in the longer programs whereas Fairview students were found in greater numbers in the shorter programs. It may be that more of the courses offered by the Fairview College are designed to be of a shorter duration than those offered at the other two colleges.

Year of Program in Which Student is Now Registered

The majority of the students in all three colleges were in the first year of their program according to Table XXVIII. There were 58.6 per cent at Olds, 54.8 per cent at Fairview and 57.1 per cent at Vermilion who were in this group. It is also noticeable that females were found in greater numbers in the first year than in any other year with forty-four out of fifty-three females at Olds, twenty-one out of twenty-four at Fairview and twenty-two out of twenty-seven at Vermilion in the first year of the program. It is possible that the reason for this fact is that the programs offered for females are designed to be of only one year's duration mainly.

TABLE XXVII

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, LENGTH OF COLLEGE PROGRAM, AND SEX

College	Sex	Length of College Program						
		Less Than One Year	One Year	Two Years	Three Years	Four Years or more	Total	Percentage
OLDS	M	15	29	93	15	5	157	74.8
	F	11	31	10	0	1	53	25.2
	T	26	60	103	15	6	210	
	%	12.4	28.6	49.0	7.1	2.9		100.0
FAIRVIEW	M	24	10	33	2	4	73	73.7
	F	17	7	1	0	1	26	26.3
	T	41	17	34	2	5	99	
	%	41.4	17.2	34.3	2.0	5.1		100.0
VERMILION	M	16	12	40	5	3	76	73.1
	F	11	15	2	0	0	28	26.9
	T	27	27	42	5	3	104	
	%	26.0	26.0	40.4	4.8	2.9		100.0

TABLE XXVIII

DISTRIBUTION OF STUDENTS ACCORDING TO COLLEGE, YEAR OF PROGRAM IN WHICH NOW REGISTERED, AND SEX

College	Sex	Year of Program in Which Now Registered						
		First	Second	Third	Fourth	Other	Total	Percentage
OLDS	M	79	60	9	8	1	157	74.8
	F	44	6	0	1	2	53	25.2
	T	123	66	9	9	3	210	
	%	58.6	31.4	4.3	4.3	1.4		100.0
FAIRVIEW	M	30	31	2	1	5	69	74.2
	F	21	1	1	0	1	24	25.8
	T	51	32	3	1	6	93	
	%	54.8	34.4	3.2	1.1	6.5		100.0
VERMILION	M	34	24	6	3	4	71	72.4
	F	22	3	0	0	2	27	27.6
	T	56	27	6	3	6	98	
	%	57.1	27.6	6.1	3.1	6.1		100.0

Summary

The data indicated that about three-quarters of the students in attendance at the colleges were males. About three-quarters of the students lived at the college residences. The great majority of the students were between eighteen and twenty-five years of age. Over nine-tenths of the students were single. There was a wide variation in estimated costs for a year's attendance but the majority estimated their costs as less than $1000. Most of the non-diplomates had over sixty-five high school credits. About one-half of the students were enrolled in a course lasting one year or less and over one-half were in the first year of their program.

CHAPTER V

ANALYSIS OF DATA IN TERMS OF COLLEGE AND AGE OF THE STUDENTS

Introduction

The distribution of students attending the three Agricultural and Vocational Colleges in Alberta according to college, age and selected characteristics is shown in Tables XXIX - XXXIV. Each table provides data about the students in attendance at one of the colleges according to age and one of the following characteristics:

1. Employment status (Tables XXIX - XXXI).
2. Last school grade completed (Tables XXXII - XXXIV).

Distribution by Age

Examination of the data in Tables XXIX - XXXI indicates that the age range of eighteen to twenty years had the most students in all three colleges varying from just over one-half (51.4 per cent) at Fairview to just over two-thirds (67.3 per cent) at Olds. The three colleges were quite similar in numbers of students between twenty-one and twenty-five years of age but Fairview had almost one-fifth of its students in the seventeen year or under age bracket. Less than 10 per cent of the students were over thirty years old.

Employment Status

Table XXIX shows that almost four-fifths (78.8 per cent) of the students at Olds were not employed at the time of the survey and most of the remaining students (16.8 per cent) were employed over thirty hours per week. Furthermore, the table shows that no students seventeen or

TABLE XXIX

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status				
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total	Percentage
17 or Under	3	0	0	3	1.4
18 to 20	114	19	7	140	67.3
21 to 25	31	6	2	39	18.8
26 to 30	8	1	0	9	4.3
Over 30	8	9	0	17	8.2
Total	164	35	9	208	
Percentage	78.8	16.8	4.3		100.0

under were employed at Olds whereas nine out of seventeen students over thirty years of age were employed more than thirty hours per week.

Almost the same percentage of respondents at Fairview were not employed as Table XXX shows that 78.4 per cent of the students were not employed at the time the survey was taken. Furthermore, a similar percentage (16.2 per cent) indicated they were employed more than thirty hours per week and, of these thirteen students, nine were over thirty years of age. Only one student out of twenty-two under seventeen years of age was employed at all.

There were even fewer students employed at the Vermilion College. Table XXXI shows that 83.8 per cent were not employed and only 9.5 per cent were employed over thirty hours per week. There students in the youngest age category who were employed at all.

It appears that about four-fifths of the students in attendance at the colleges were not employed at the time the survey was taken. This corresponds closely with findings by Schindelka[1] and Letts[2] for the full-time students at the Alberta Institutes of Technology and the Alberta Public Junior Colleges. They found that about three-quarters of the full-time students at these institutions were not employed. However, the employment status in the Agricultural and Vocational Colleges were quite different from Junior Colleges in the United States where Fisher[3] found that about 70 per cent of the full-time students were employed part- or full-time. It is possible that many students were not employed because no jobs were available, the nature of their courses did not

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[1] Schindelka, op. cit., p. 66.

[2] Letts, op. cit., p. 92.

[3] Fisher, op. cit., p. 40.

TABLE XXX

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status				
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total	Percentage
17 or Under	21	0	1	22	19.8
18 to 20	49	6	2	57	51.4
21 to 25	13	3	2	18	16.2
26 to 30	1	0	0	1	0.9
Over 30	3	9	1	13	11.7
Total	87	18	6	111	
Percentage	78.4	16.2	5.4		100.0

TABLE XXXI

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO EMPLOYMENT STATUS AND AGE

Age	Employment Status				
	Not Employed	Employed more than 30 hours per week	Employed less than 30 hours per week	Total	Percentage
17 or Under	12	0	0	12	11.4
18 to 20	57	6	2	65	61.9
21 to 25	16	2	4	22	21.0
26 to 30	1	1	1	3	2.9
Over 30	2	1	0	3	2.9
Total	88	10	7	105	
Percentage	83.8	9.5	6.7		100.0

permit them to work or they had adequate financial help from family, friends or governments. However, more Alberta students might be able to attend the colleges if work, either full- or part-time, was available so that students could supplement their incomes in this way.

Last School Grade Completed

Tables XXXII - XXXIV show that 75.6 per cent of the respondents from Olds, 35.1 per cent from Fairview and 56.6 per cent from Vermilion had completed grade twelve. Table XXXIII indicates that, of the fourteen students at Fairview over thirty years of age, ten had grade eight or under; and, of the twenty-two students seventeen years old or under, only two had completed grade twelve. These two categories would tend to account for the lower percentage of grade twelve graduates at the Fairview College. At Olds, over 90 per cent of the students had completed grade eleven or twelve whereas, at Fairview, less than two-thirds of the respondents were found in these two categories. Table XXXIV indicates that there were almost three-quarters of the Vermilion students who had completed either grade eleven or twelve. The fact that there were thirty-five students over thirty years of age in attendance at the three colleges and that of these thirty-five students only six possessed a grade twelve standing indicates that the Agricultural and Vocational Colleges are able to meet the educational needs of a considerable number of older students who must have some educational upgrading in order to better equip them to fulfil their role in the labor force.

TABLE XXXII

OLDS AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed						
	12	11	10	9	8 or Under	Total	Percentage
17 or Under	0	2	1	0	0	3	1.4
18 to 20	117	22	3	2	2	146	67.3
21 to 25	37	4	0	0	0	41	18.9
26 to 30	5	3	1	0	0	9	4.1
Over 30	5	6	2	4	1	18	8.3
Total	164	37	7	6	3	217	
Percentage	75.6	17.1	3.2	2.8	1.4		100.0

TABLE XXXIII

FAIRVIEW AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed						
	12	11	10	9	8 or Under	Total	Percentage
17 or Under	2	6	5	8	1	22	19.3
18 or 20	25	23	10	1	0	59	51.8
21 to 25	12	3	0	2	1	18	15.8
26 to 30	0	1	0	0	0	1	0.9
Over 30	1	1	2	0	10	14	12.3
Total	40	34	17	11	12	114	
Percentage	35.1	29.8	14.9	9.6	10.5		100.0

TABLE XXXIV

VERMILION AGRICULTURAL COLLEGE: DISTRIBUTION OF STUDENTS ACCORDING TO LAST SCHOOL GRADE COMPLETED AND AGE

Age	Last School Grade Completed						
	12	11	10	9	8 or Under	Total	Percentage
17 or Under	2	4	2	0	4	12	11.3
18 to 20	47	8	6	2	2	65	61.3
21 to 25	9	5	5	2	1	22	20.8
26 to 30	2	1	1	0	0	4	3.8
Over 30	0	0	2	1	0	3	2.8
Total	60	18	16	5	7	106	
Percentage	56.6	17.0	15.1	4.7	6.6		100.0

Summary

Almost four-fifths of the students were between eighteen and twenty-five years of age. About 80 per cent were not employed at the time the survey was taken and most of the remaining students were employed more than thirty hours per week. Over two-thirds of the students had completed at least grade eleven in the high school program.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

A survey of the problem, procedure followed and results obtained are presented in this chapter. A second section presents the conclusions and implications which have emerged as a result of the information obtained in the study.

I. SUMMARY

The Problem

The purpose of this study was to examine selected characteristics of full-time day students attending the three Agricultural and Vocational Colleges in Alberta. The students were examined in terms of the college they attended, college program, sex and age.

The Procedure

The inventory, which appears in the Appendix, was used to collect the information about the students. It was administered by officials at the three Agricultural and Vocational Colleges during March, 1968. The information gathered was then tabulated using a cross-tabulation computer program. Frequencies of responses to items dealing with selected student characteristics were tabulated in terms of college, college program, sex and age.

The Findings

Data examined in Chapter III indicated that the majority of the students in the Agricultural and Vocational Colleges were enrolled in a Diploma Course. Most of the students were Alberta residents and more

students indicated that they lived over 100 miles from the college they attended than those who indicated that they were closer to the college they attended. About three-quarters of the students were males between eighteen and twenty years of age. About two-thirds of the respondents had completed grade eleven. The major portion of the students came from smaller high schools (less than 400 students) and the majority of the diplomates had followed a matriculation pattern in high school. Close to one-third of the respondents indicated that they did not possess a high school diploma and about one-fifth of the students had matriculation standing.

Data in Chapter IV indicated that about three-quarters of the students lived at the college residences and that over nine-tenths of the students were single. There was a wide variation in estimated costs for a year's attendance, but most indicated that their costs would be less than $1000. Most of the non-diplomates had over sixty-five high school credits. About one-half of the students were enrolled in courses lasting one year or less and over one-half were in the first year of their program.

The data examined in Chapter V showed that almost four-fifths of the students were between eighteen and twenty-five years of age. About 80 per cent of the students were not employed at the time the survey was taken and over two-thirds of the respondents had completed at least grade eleven in the high school program.

II. CONCLUSIONS AND IMPLICATIONS

On the basis of the data presented in the study, the following conclusions and implications appear to be warranted.

(a) There might be value in developing a specific policy which would indicate whether the three Agricultural and Vocational Colleges should attempt to offer similar types of courses in each college, or whether each college should specialize in certain types of programs.

(b) It is possible that some of the programs now offered by the colleges could be offered at other types of institutions such as Junior Colleges or Institutes of Technology so that more Alberta students could benefit from these programs.

(c) Since about three-quarters of the students were males, it appears that consideration might be given to programs and facilites which would be more attractive to females. However, it is also possible that other types of institutions could provide programs more suitable for females and that programs for females at the Agricultural and Vocational Colleges could be terminated.

(d) As the major portion of the students lived a considerable distance from the college which they attended and there was a wide variation in the estimated costs for a year's attendance, it appears that a more detailed study of student costs would be warranted.

(e) Investigations into the possibility of offering certain types of courses at the Agricultural and Vocational Colleges which are presently offered only at the Institutes of Technology, Junior Colleges or other types of institutions could be undertaken in order to attract more students from the areas immediately surrounding the Agricultural and Vocational Colleges.

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APPENDIX

POST-SECONDARY EDUCATION INSTITUTION REPORT

This survey is being conducted jointly by two students in a graduate program in the Department of Educational Administration, University of Alberta, and the Office of the Board of Post-Secondary Education. Two purposes are expected to be achieved by the survey:

(a) The graduate students will analyze the data and report the analysis to meet thesis requirements;

(b) The Office of the Board of Post-Secondary Education will obtain descriptive data about the clientele currently being served by operating public post-secondary institutions.

Your assistance in completing this report showing the total number of full-time day students enrolled in each of the programs on the most recent date for which you have data in your institute or college, is appreciated. Please do not include students enrolled in apprenticeship courses.

This information is needed in order that we may compare total enrolments with student returns in the various programs.

POST-SECONDARY INSTITUTION REPORT

Date: .... College: ....

PROGRAM	ENROLMENT
1. High school program only.	....
2. Partial high school and partial university program.	....
3. University program only.	....
4. Vocational program or general.	....
5. Other programs not mentioned in 1, 2, 3, or 4.	....

POST-SECONDARY EDUCATION STUDENT SURVEY

This survey is being conducted jointly by two students in a graduate program in the Department of Educational Administration, University of Alberta, and by the Office of the Board of Post-Secondary Education. Two purposes are expected to be achieved by the survey:

(a) The graduate students will analyze the data and report the analysis to meet thesis requirements;

(b) The Office of the Board of Post-Secondary Education will obtain descriptive data about the clientele currently being served by operating public post-secondary institutions.

This inventory is being administered to all full-time day students attending the five public junior colleges, the three agricultural and vocational colleges and the full-time day students (other than those enrolled in the apprenticeship program) in the two institutes of technology in Alberta.

Your assistance in administering this inventory to your students is appreciated.

DIRECTIONS FOR ADMINISTRATION

1. This inventory is to be administered to all full-time day students in your classes.

2. Respondents are to use an ordinary HB pencil for marking the answer sheet.

3. There is no time limit involved in completing the inventory, but it will not normally take longer than 45 minutes.

4. Distribute the inventory to the students in your class. Answer any questions they may have about the Directions to Students or inventory items. Check to see that the students are recording their responses correctly. Collect the completed answer sheets and the inventory in separate bundles and return both to the central office of your college or institute. Please return these directions as well.

POST-SECONDARY EDUCATION STUDENT SURVEY

This survey is being conducted jointly by two students in a graduate program in the Department of Educational Administration, University of Alberta, and by the Office of the Board of Post-Secondary Education. Two purposes are expected to be achieved by the survey:

(a) the graduate students will analyze the data and report the analysis to meet thesis requirements;

(b) the Office of the Board of Post-Secondary Education will obtain descriptive data about the clientele currently being served by operating public post-secondary institutions.

This Inventory is being administered to all full-time day students attending the five public junior colleges in Alberta, the three agricultural and vocational colleges in Alberta and the full-time day students (other than those enrolled in the apprenticeship program) in the two institutes of technology in Alberta.

Data supplied will be described only for groups. No individuals will be identified. Names are not required.

Your assistance in responding to the items in the inventory is appreciated.

Directions to Students

1. All responses are to be recorded on the answer sheet. Do not write on the booklet.
2. Do not place your name at the top of the answer sheet.
3. For each question select the answer which best describes your situation and blacken the appropriate space on the answer sheet.
4. Do not give more than one answer for any one item.
5. Use an HB pencil to record your responses.
6. If you make an error and wish to change your answer, please be certain to erase your original mark completely.
7. Please return the unmarked booklet with your answer sheet to your instructor.
8. Some questions are not applicable to you. Please do not attempt to answer these questions.

....

POST-SECONDARY EDUCATION STUDENT INVENTORY

1. If you attend a junior college, which one do you attend?

   a. Grande Prairie Junior College.
   b. Red Deer Junior College.
   c. Mount Royal Junior College.
   d. Lethbridge Junior College.
   e. Medicine Hat Junior College.

2. If you attend an agricultural and vocational college or an institute of technology, which one do you attend?

   a. Fairview Agricultural and Vocational College.
   b. Vermilion Agricultural and Vocational College.
   c. Olds Agricultural and Vocational College.
   d. Northern Alberta Institute of Technology.
   e. Southern Alberta Institute of Technology.

Personal Data

3. How far from this city or town is your permanent residence?

   a. Within this city or town.
   b. 1 to 25 miles.
   c. 26 to 100 miles, but in Alberta.
   d. Over 100 miles, but in Alberta.
   e. Outside Alberta.

4. Why did you come to this institution?

   a. It was near home.
   b. The educational program was attractive.
   c. Relatives or friends were in this city or town.
   d. Entrance requirements suited your standing.
   e. Other, which cannot be classified under a, b, c, or d.

5. Where do you now reside?

   a. At home.
   b. With relatives.
   c. In a school residence.
   d. Boarding, other than with relatives.
   e. Light housekeeping (by yourself or with others).

6. What is your sex?

   a. Male.
   b. Female.

7. If you attend a junior college, what is your status according to the classification used by your college?

   a. Resident student.
   b. Non-resident student.

8. What is your age?

   a. 17 or under.
   b. 18 to 20 inclusive.
   c. 21 to 25 inclusive.
   d. 26 to 30 inclusive.
   e. Over 30.

9. What is your marital status?

   a. Single.
   b. Married.
   c. Widowed.
   d. Divorced.
   e. Separated.

10. How many children do you have?

    a. None.
    b. 1.
    c. 2.
    d. 3.
    e. 4 or more.

11. What is your employment status?

    a. Not employed.
    b. Employed more than 30 hours per week.
    c. Employed less than 30 hours per week.

12. For how long have you worked full-time since leaving high school?

    a. Less than 1 year.
    b. At least 1 full year, but less than 2.
    c. At least 2 full years, but less than 3.
    d. At least 3 full years, but less than 4.
    e. Four full years or more.

13. What is the employment status of your spouse?

    a. Not employed.
    b. Employed more than 30 hours per week.
    c. Employed less than 30 hours per week.

14. What is your estimate of the total cost of this year's attendance in this institution? (Include your personal expenses for such things as clothes, accommodation, tuition fees, books, etc.)

    a. $750 or less.
    b. $751 to $1,000.
    c. $1,001 to $1,250.
    d. $1,251 to $1,500.
    e. Over $1,500.

15. What is your estimate of your personal income during 1967, or if married, the income of you and your spouse combined?

    a. Under $2,000.
    b. $2,000 to $2,999.
    c. $3,000 to $3,999.
    d. $4,000 to $4,999.
    e. $5,000 or over.

16. What was the amount of financial assistance you received from any level of government during the 1967-68 academic term?

    a. None.
    b. Less than $100.
    c. $100 to $499.
    d. $500 to $1,000.
    e. More than $1,000.

17. Of the financial assistance you received from governments, how much must be repaid?

    a. None.
    b. Less than $100.
    c. $100 to $499.
    d. $500 to $1,000.
    e. More than $1,000.

18. What was the amount of financial assistance you received from friends and relatives during the 1967-68 academic term?

    a. None.
    b. Less than $100.
    c. $100 to $499.
    d. $500 to $1,000.
    e. More than $1,000.

19. Of the financial assistance you received from friends and relatives, how much must be repaid?

    a. None.
    b. Less than $100.
    c. $100 to $499.
    d. $500 to $1,000.
    e. More than $1,000.

20. If you are 25 or under, what is your estimate of your parents' yearly income?

    a. Under $3,000.
    b. $3,000 to $4,999.
    c. $5,000 to $6,999.
    d. $7,000 to $8,999.
    e. $9,000 or more.

21. If you are 25 or under, what is your father's occupation?

    a. Business man (own business or with company).
    b. Farmer (tenant or owner).
    c. Professional.
    d. Clerical or sales personnel.
    e. Other.

22. If you are 25 or under, what is your mother's occupation?

    a. Housewife.
    b. Employed part-time.
    c. Employed full-time.
    d. Other.

23. What is the highest level of your father's education?

    a. Grade 9 or less.
    b. Some or complete high school.
    c. Business, technical, or trade training.
    d. Some university work.
    e. Not sure.

24. What is the highest level of your mother's education?

    a. Grade 9 or less.
    b. Some or complete high school.
    c. Business, technical, or trade training.
    d. Some university work.
    e. Not sure.

25. What was the last school grade you completed?

    a. 12.
    b. 11.
    c. 10.
    d. 9.
    e. 8 or under.

26. How far from this city or town was the last high school you attended?

    a. Within this city or town.
    b. 1 to 25 miles.
    c. 26 to 100 miles, but in Alberta.
    d. Over 100 miles, but in Alberta.
    e. Outside Alberta.

27. What was the combined enrolment in grades 10, 11, and 12 in the last high school you attended?

    a. 1 to 99 students.
    b. 100 to 199 students.
    c. 200 to 299 students.
    d. 300 to 399 students.
    e. 400 students or more.

28. How many years were you out of school before you entered the program you are now pursuing at this institution?

    a. None.
    b. 1 to 3.
    c. 4 to 7.
    d. 8 to 12.
    e. Over 12.

29. If you have a high school diploma, what type of program did you take in high school?

    a. Matriculation, 3 years.
    b. Matriculation, 4 years.
    c. Business Education.
    d. Technical.
    e. Other.

30. Which of the following best describes your present high school academic qualifications?

    a. University entrance requirements - a 60% average or better in 6 grade twelve departmental subjects including English 30.
    b. University entrance requirements - 60% average or better in 5 grade twelve departmental subjects including English 30.
    c. Almost matriculation - Credit in 5 or 6 departmental examination subjects but average less than 60.
    d. High school diploma only - with one or more grade twelve marks under 50.
    e. Neither high school diploma nor university entrance.

31. If you possess a high school diploma, what was your average mark in all grade twelve subjects? (Include both departmental examination and non-departmental subjects).

    a. H. (80% or over).
    b. A. (65% to 79%).
    c. B. (50% to 64%).
    d. C. (40% to 49%).
    e. Less than 40%.

32. In how many grade twelve subjects have you written departmental examinations?

    a. None.
    b. 1.
    c. 2, 3, or 4.
    d. 5.
    e. 6 or more.

33. In how many grade twelve departmental subjects did you achieve a mark from 40% to 49% inclusive?

    a. None.
    b. 1.
    c. 2, 3, or 4.
    d. 5.
    e. 6 or more.

34. In how many grade twelve departmental subjects did you achieve a mark of 50% or higher?

    a. None.
    b. 1.
    c. 2, 3, or 4.
    d. 5.
    e. 6 or more.

35. If you do not have a high school diploma how many high school credits do you possess?

    a. 50 or fewer.
    b. 51 to 65.
    c. 66 to 80.
    d. 81 to 95.
    e. Over 95.

36. If you do not already hold a high school diploma, do you plan to complete the requirements for a high school diploma?

   a. No.
   b. Yes, this year.
   c. Yes, next year.
   d. Yes, after next year.
   e. Undecided.

37. If you do not already hold a high school diploma how many of the courses you are registered in at this institution will be credited toward a high school diploma?

   a. None.
   b. 1.
   c. 2.
   d. 3.
   e. 4 or more.

Post-Secondary Education

38. What is the length of the program in which you are now registered?

   a. Less than 1 year.
   b. 1 year.
   c. 2 years.
   d. 3 years.
   e. 4 years or more.

39. In what year of the program are you now registered?

   a. First.
   b. Second.
   c. Third.
   d. Fourth.
   e. Other.

40. If the program you are enrolled in uses letters to designate the year of the program in what year of the program are you now registered?

   a. Year AB.
   b. Year A.
   c. Year B.
   d. Year C.
   e. Other, not mentioned above.

41. In what year did you first register in this institution?

    a. 1968.
    b. 1967.
    c. 1966.
    d. 1965.
    e. 1964 or earlier.

42. If you attend a junior college, in which type of program are you enrolled?

    a. High school program only.
    b. Partial high school and partial university program.
    c. University program only.
    d. Vocational program.
    e. Other.

43. If you attend an agricultural and vocational college, in which type of program are you enrolled?

    a. Diploma Course.
    b. Certificate course.
    c. Apprenticeship training program.
    d. High school program.
    e. Special program or other.

Future Plans

44. Are your future plans:

    a. To complete the present program and transfer to another educational institution?
    b. To complete the present program and then to seek employment?
    c. To seek employment before finishing the present program?
    d. Undecided?

45. If you plan to transfer to another institution after completing your present program which type of institution do you plan to attend?

    a. Agricultural and Vocational College.
    b. Institute of Technology.
    c. Junior College.
    d. University.
    e. Other.

46. If you plan to transfer to a public junior college in Alberta after completing your present program, which one do you plan to attend?

    a. Grande Prairie Junior College.
    b. Red Deer Junior College.
    c. Mount Royal Junior College.
    d. Lethbridge Junior College.
    e. Medicine Hat Junior College.

47. If you plan to attend an institute of technology after completing your present program, which one do you plan to attend?

    a. Northern Alberta Institute of Technology. (N.A.I.T.).
    b. Southern Alberta Institute of Technology. (S.A.I.T.).
    c. Other.

48. If you plan to attend an agricultural and vocational college after completing your present program, which one do you plan to attend?

    a. Fairview Agricultural and Vocational College.
    b. Vermilion Agricultural and Vocational College.
    c. Olds Agricultural and Vocational College.
    d. Other.

49. If you plan to attend a university after completing your present program, which one do you plan to attend?

    a. University of Alberta (Edmonton).
    b. University of Calgary.
    c. University of Lethbridge.
    d. Other, in Canada.
    e. Other, outside Canada.

50. If you attend N.A.I.T. which division are you enrolled in?

    a. Technology Division.
    b. Business Education and Vocational Division.
    c. Industrial Division.
    d. Other, not metnioned in a, b, or c.

51. If you attend S.A.I.T. which division are you enrolled in?

    a. Technology Division.
    b. Cultural Division.
    c. Applied Arts Division.
    d. Trade Division.
    e. Extension Division or other not mentioned in a, b, c, or d.

If you attend N.A.I.T. or S.A.I.T. then for items from 52 to 66 mark the one space on the answer sheet which names the program in which you are enrolled.

52. a. Advertising Art.
    b. Aeronautical Engineering Technology.
    c. Agricultural Mechanics.
    d. Air Conditioning and Refrigeration Technology.
    e. Aircraft Maintenance Technology.

53. a. Applied Art and General Crafts.
    b. Architectural Technology.
    c. Automotive Service Technology.
    d. Banking Program.
    e. Biochemical Technology.

54. a. Biological Sciences Technology.
    b. Business Administration.
    c. Chemical Operations Technology.
    d. Chemical Research Technology.
    e. Chemical Technology.

55. a. Civil Technology.
    b. Commercial Baking.
    c. Commercial Cooking.
    d. Commercial Sign Writing Program.
    e. Computer Technology (or Electronic Data Processing).

56. a. Dental Assisting Program.
    b. Dental Laboratory Technology.
    c. Diesel Mechanics (or Heavy Duty Diesel Mechanics).
    d. Dietary Service Technology.
    e. Dining Room Service.

57. a. Distributive Technology.
    b. Drafting Technology.
    c. Electrical Technology.
    d. Electronic Technology.
    e. Exploration Technology.

58. a. Fine Art.
    b. Fine Art Sculpture.
    c. Forest Technology.
    d. Gas Technology.
    e. Graphic Arts Administration.

59. a. Heavy Duty Equipment Technology.
    b. Host-Hostess Short Course.
    c. Hotel, Motel and Restaurant Administration.
    d. Industrial Production Technology.
    e. Instrumentation Technology.

60. a. Journalism Administration.
    b. Library Arts.
    c. Manufacturing Technology.
    d. Materials Technology.
    e. Mechanical Technology.

61. a. Mechanical Design Technology.
    b. Medical Laboratory Technology.
    c. Medical X-ray Technology.
    d. Merchandising Administration.
    e. Millwork and Carpentry.

62. a. Office Machine Mechanics.
    b. Petroleum Technology.
    c. Photographic Technology.
    d. Planning Technology (Urban and Regional).
    e. Plastics Technology.

63. a. Pottery and Ceramics.
    b. Power Engineering Technology.
    c. Radio and T.V. Technician Program.
    d. Recreation Facility Technology.
    e. Respiratory Technology.

64. a. Secretarial Arts or Technology.
    b. Sewing Crafts.
    c. Short Order and Specialty Cooking.
    d. Social Service Technology.
    e. Structural Technology.

65. a. Surveying Technology.
    b. Telecommunications Technology.
    c. Television, Stage and Radio Arts.
    d. Welding Courses.

66. a. Other program not mentioned in items 51 to 65.

ME ________ Last ________ First ________ Middle ________ SCHOOL ________

E ______ Years GRADE ______ BOY GIRL (Circle One) DATE ______ Day Month Year NAME OF TEST ________

A 1	B 2	C 3	D 4	E 5	51	A 1	B 2	C 3	D 4	E 5	101	A 1	B 2	C 3	D 4	E 5	151	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	52	A 1	B 2	C 3	D 4	E 5	102	A 1	B 2	C 3	D 4	E 5	152	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	53	A 1	B 2	C 3	D 4	E 5	103	A 1	B 2	C 3	D 4	E 5	153	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	54	A 1	B 2	C 3	D 4	E 5	104	A 1	B 2	C 3	D 4	E 5	154	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	55	A 1	B 2	C 3	D 4	E 5	105	A 1	B 2	C 3	D 4	E 5	155	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	56	A 1	B 2	C 3	D 4	E 5	106	A 1	B 2	C 3	D 4	E 5	156	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	57	A 1	B 2	C 3	D 4	E 5	107	A 1	B 2	C 3	D 4	E 5	157	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	58	A 1	B 2	C 3	D 4	E 5	108	A 1	B 2	C 3	D 4	E 5	158	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	59	A 1	B 2	C 3	D 4	E 5	109	A 1	B 2	C 3	D 4	E 5	159	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	60	A 1	B 2	C 3	D 4	E 5	110	A 1	B 2	C 3	D 4	E 5	160	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	61	A 1	B 2	C 3	D 4	E 5	111	A 1	B 2	C 3	D 4	E 5	161	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	62	A 1	B 2	C 3	D 4	E 5	112	A 1	B 2	C 3	D 4	E 5	162	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	63	A 1	B 2	C 3	D 4	E 5	113	A 1	B 2	C 3	D 4	E 5	163	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	64	A 1	B 2	C 3	D 4	E 5	114	A 1	B 2	C 3	D 4	E 5	164	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	65	A 1	B 2	C 3	D 4	E 5	115	A 1	B 2	C 3	D 4	E 5	165	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	66	A 1	B 2	C 3	D 4	E 5	116	A 1	B 2	C 3	D 4	E 5	166	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	67	A 1	B 2	C 3	D 4	E 5	117	A 1	B 2	C 3	D 4	E 5	167	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	68	A 1	B 2	C 3	D 4	E 5	118	A 1	B 2	C 3	D 4	E 5	168	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	69	A 1	B 2	C 3	D 4	E 5	119	A 1	B 2	C 3	D 4	E 5	169	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	70	A 1	B 2	C 3	D 4	E 5	120	A 1	B 2	C 3	D 4	E 5	170	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	71	A 1	B 2	C 3	D 4	E 5	121	A 1	B 2	C 3	D 4	E 5	171	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	72	A 1	B 2	C 3	D 4	E 5	122	A 1	B 2	C 3	D 4	E 5	172	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	73	A 1	B 2	C 3	D 4	E 5	123	A 1	B 2	C 3	D 4	E 5	173	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	74	A 1	B 2	C 3	D 4	E 5	124	A 1	B 2	C 3	D 4	E 5	174	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	75	A 1	B 2	C 3	D 4	E 5	125	A 1	B 2	C 3	D 4	E 5	175	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	76	A 1	B 2	C 3	D 4	E 5	126	A 1	B 2	C 3	D 4	E 5	176	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	77	A 1	B 2	C 3	D 4	E 5	127	A 1	B 2	C 3	D 4	E 5	177	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	78	A 1	B 2	C 3	D 4	E 5	128	A 1	B 2	C 3	D 4	E 5	178	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	79	A 1	B 2	C 3	D 4	E 5	129	A 1	B 2	C 3	D 4	E 5	179	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	80	A 1	B 2	C 3	D 4	E 5	130	A 1	B 2	C 3	D 4	E 5	180	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	81	A 1	B 2	C 3	D 4	E 5	131	A 1	B 2	C 3	D 4	E 5	181	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	82	A 1	B 2	C 3	D 4	E 5	132	A 1	B 2	C 3	D 4	E 5	182	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	83	A 1	B 2	C 3	D 4	E 5	133	A 1	B 2	C 3	D 4	E 5	183	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	84	A 1	B 2	C 3	D 4	E 5	134	A 1	B 2	C 3	D 4	E 5	184	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	85	A 1	B 2	C 3	D 4	E 5	135	A 1	B 2	C 3	D 4	E 5	185	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	86	A 1	B 2	C 3	D 4	E 5	136	A 1	B 2	C 3	D 4	E 5	186	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	87	A 1	B 2	C 3	D 4	E 5	137	A 1	B 2	C 3	D 4	E 5	187	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	88	A 1	B 2	C 3	D 4	E 5	138	A 1	B 2	C 3	D 4	E 5	188	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	89	A 1	B 2	C 3	D 4	E 5	139	A 1	B 2	C 3	D 4	E 5	189	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	90	A 1	B 2	C 3	D 4	E 5	140	A 1	B 2	C 3	D 4	E 5	190	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	91	A 1	B 2	C 3	D 4	E 5	141	A 1	B 2	C 3	D 4	E 5	191	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	92	A 1	B 2	C 3	D 4	E 5	142	A 1	B 2	C 3	D 4	E 5	192	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	93	A 1	B 2	C 3	D 4	E 5	143	A 1	B 2	C 3	D 4	E 5	193	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	94	A 1	B 2	C 3	D 4	E 5	144	A 1	B 2	C 3	D 4	E 5	194	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	95	A 1	B 2	C 3	D 4	E 5	145	A 1	B 2	C 3	D 4	E 5	195	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	96	A 1	B 2	C 3	D 4	E 5	146	A 1	B 2	C 3	D 4	E 5	196	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	97	A 1	B 2	C 3	D 4	E 5	147	A 1	B 2	C 3	D 4	E 5	197	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	98	A 1	B 2	C 3	D 4	E 5	148	A 1	B 2	C 3	D 4	E 5	198	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	99	A 1	B 2	C 3	D 4	E 5	149	A 1	B 2	C 3	D 4	E 5	199	A 1	B 2	C 3	D 4	E 5
A 1	B 2	C 3	D 4	E 5	100	A 1	B 2	C 3	D 4	E 5	150	A 1	B 2	C 3	D 4	E 5	200	A 1	B 2	C 3	D 4	E 5

CAUTION—AVOID PLACING ANY MARKS AMONG THE BLACK TIMING LINES

ARTMENT OF EDUCATION

GENERAL PURPOSE ANSWER SHEET III